

# *Arizona Department of Education*

*October 2014*

## ESEA FOR LEAs

Cycle 6 Monitoring

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# Monitoring Through ALEAT

- View and respond to questions regarding criteria monitored through ALEAT.
- Upload documentation into the file cabinet in the ALEAT system.
- LEA Administrators in ALEAT provide invitation codes for their LEA.

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Highly Effective Schools  
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## Expectations for Federal Compliance

Although LEAs must be in compliance with the designated cycle monitoring for the current school year, the LEA is also expected to be in continuous compliance with all of the requirements outlined in each cycle.

The assigned cycle monitoring for the current academic year does not absolve the LEA from meeting and completing the requirements and responsibilities outlined under Elementary and Secondary Education Act of 1965.

Noncompliance may result in suspension of federal funding.

# Cycle 6

## What is it?

- Private Schools, MEP and Title II PD

## What is monitored?

- Assurances for Cycle Monitoring
- Migrant Education Programs (MEP) data, ID&R, private schools
- Services to Eligible Private School Children
- Title II-A Professional Development Learning Needs Assessment
- Title II-A High Quality Professional Learning

## Who is responsible to monitor?


- ADE Title I Specialists, Migrant Education

# C6-01: Statement of Assurance

## Compliance Indicator

Affirms that the LEA has reviewed all documents and procedures addressed in the monitoring instrument to verify compliance and uploaded the requested evidence.

2010 - 2011  
 ESEA Programmatic Monitoring  
**Statement of Assurance**



An LEA participating in the *Elementary and Secondary Education Act* is required to complete a self-assessment annually to ensure that programs are in compliance with all applicable statutes, regulations, and applications.

Submission of the Cycle 6-ESEA Monitoring Instrument in Arizona LEA Tracker (ALEAT) affirms that the LEA has reviewed all documents and procedures addressed in the monitoring instrument to verify compliance.

Required evidence (if applicable) to be uploaded in the LEA ALEAT Filing Cabinet:

- ☐ List of Private Schools within district boundaries
- ☐ Private Schools Consultation Summary
- ☐ Equitable Participation to Private Schools
- ☐ Professional Development Needs Assessment
- ☐ MEP Coordination of Services
- ☐ MEP Service Delivery Plan

As the authorized agent of the LEA, I attest that the review and information provided in Cycle 6-ESEA is accurate and true. The requested evidence has been uploaded to verify compliance.

*I understand that funding may not be allocated or the LEA placed on programmatic hold if the ADE identifies that any of the evidence provided to ADE is found to be false and/or deemed out of compliance.*

CTDS \_\_\_\_\_  
 \_\_\_\_\_  
 Authorized Signature

LEA \_\_\_\_\_  
 \_\_\_\_\_  
 Email address

\_\_\_\_\_  
 \_\_\_\_\_  
 Date  
 Phone

Cycle 6 ESEA Monitoring 8/2010
Upload this Signed document into ALEAT

# C6-01: Statement of Assurance

Enter the following information:

- CTDS #
- LEA Name
- Date
- Authorized Signature
- E-Mail Address
- Phone Number

2010 - 2011  
ESEA Programmatic Monitoring  
**Statement of Assurance**

Cycle  
6

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Submission of the Cycle 6-ESEA Monitoring Instrument in Arizona LEA Tracker (ALEAT) affirms that the LEA has reviewed all documents and procedures addressed in the monitoring instrument to verify compliance.

Be sure to print out this form once completed and save for your records. Data typed into this form cannot be saved.

Scan the completed form and save as an e-copy to be uploaded into ALEAT.

As the authorized agent of the LEA, I attest that the review and information provided in Cycle 6-ESEA is accurate and true. The requested evidence has been uploaded to verify compliance.

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CTDS	LEA	Date
Authorized Signature	Email address	Phone

Cycle - 6 ESEA Monitoring 8/2010

Upload this Signed document into ALEAT

## C6-02: Participation of Children in Private Schools

### Compliance Indicator

The LEA has procedures in place to ensure timely and meaningful consultation with appropriate private school officials in order to design services for eligible children that address their needs, and to ensure that teachers and families of the children participate, on an equitable basis, in services and activities including professional development and parental involvement. The procedures describe how the LEA identifies and notifies private schools of available services both inside the boundaries of the LEA and outside the boundaries of the LEA.

PL 107-110 sec. 1120; 20 USC .6320

# Consultation with Private School Officials

## Compliance Indicator

- ❑ The LEA consulted with appropriate private school officials, in a timely and meaningful manner, during the design and development, implementation, and assessment of the LEA's Title I A, Title II A, Title III A, and Title IV A, programs.

### Sample Agendas for Consolidation Meetings

#### Sample Agendas for Consultation Meetings Throughout the School Year

*Agenda for early winter meetings (typically in December or January) in preparation for the next school year*

1. Welcome and introduction.
2. Overview of Title I program.
3. Options for service providers: the LEA or a third-party.
4. Discussion on the collection of poverty data: What is available from private schools? Is the survey with extrapolation a possibility? Should the LEA consider proportionality?
5. Discussion on possible program designs: Should it be a pullout program or a before or after school program? Which grade levels and what academic subjects should the Title I program encompass? Do the private school officials have space in their schools for the LEA to provide Title I services?

*Agenda for late winter or early spring meetings (typically in February or March)*

1. Review of poverty data collected and the estimated amount of funds available for services. Decide if pooling option will be used.
2. Determination of the multiple, educationally related and objective criteria used to select eligible children who reside in Title I public school attendance areas.
3. Review of options for service providers.
4. Plan a program design workshop for private school principals and LEA instructional specialists.
5. Discuss how the Title I program will be evaluated: What standards and assessment will be used? What will be annual progress and what percentage of participants must meet that progress in order for the program to be effective.
6. Establish the date that Title I services will start.
7. Discuss the professional development needs of the private school teachers of Title I participants based on the most recent student assessment data.
8. Discuss the needs of the parents of participants: How can parents better support their children's instruction?

*Agenda for late spring meetings (typically in April or May)*

1. Finalize the designs of the Title I programs—ensure materials have been ordered, LEA personnel who are providing Title I services are in place, and service start date is firm.
2. Finalize professional development programs and activities for private school teachers. Establish a calendar for the next year's activities.
3. Finalize parent involvement programs and activities for parents of participants. Establish a calendar for next year.
4. Review current year's assessment data for current year participants to determine if any adjustments to instruction should be made.
5. Provide affirmation forms for signature.



# Consultation with Private School Officials

When consulting with the appropriate private school officials, were the following topics covered:

- identification of students' needs,
- services provided,
- academic assessment of students,
- equitable services provided,
- determination of low income families in attendance area,
- decisions about the delivery of services,
- dispute resolutions between agencies,
- services provided to teachers and families?

Complete and submit through **GME** the **Affirmation of Consultation** form(s) for all identified private schools serving eligible children from the district.

## Sample Agendas for Consolidation Meetings

### Sample Agendas for Consultation Meetings Throughout the School Year

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3. Options for service providers: the LEA or a third-party.
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3. Finalize parent involvement programs and activities for parents of participants. Establish a calendar for next year.
4. Review current year's assessment data for current year participants to determine if any adjustments to instruction should be made.
5. Provide affirmation forms for signature.

Sample agendas and a template for consultation meetings are available under this item inside ALEAT

# Equitable Services to Private School

Does the LEA assess, address, and evaluate the needs and progress of students, teachers, and families in the same manner?

Does the LEA provide approximately the same amount of training and where appropriate, instruction to private school teachers with similar needs?

Does the LEA spend an equal amount of funds per student to serve public and private school children, teachers and families?

Are Title I services offered to private school children equitable to the Title I services provided to public school children?

Does the LEA offer services that are secular, neutral, and non-ideological?

## Equitable Services to Private Schools

CTDS \_\_\_\_\_ LEA \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Describe how your LEA designed a program that permits equitable participation. When completed upload the document into the ALEAT filing cabinet.

Equitable Participation	Description
Assess, address, and evaluate the needs and progress of both groups of students, teachers and families in the same manner.	
Provide approximately the same amount of training and, where appropriate, instruction to private school teachers with similar needs.	
Spend an equal amount of funds per student to serve public and private school children and teachers and families.	
Provide private school students and teachers with an opportunity to participate in activities equitable to the opportunity provided public school students, teachers and families.	
Offer services that are secular, neutral, and non-ideological.	

# Equitable Service to Teachers

## Compliance Indicator

- ❑ The LEA provides professional development opportunities for teachers providing instructional services to eligible private school students.
- ❑ Does the LEA conduct an assessment of the needs of the teachers providing instructional services to eligible private school students?
- ❑ Does the LEA have a process to align the professional development opportunities to the needs of the teachers providing instructional services to eligible private school students? (See Resource in ALEAT)

# Equitable Service to Parents of Children attending Private Schools

## Compliance Indicator

- ❑ The LEA provides families an opportunity to participate in activities equitable to the opportunities provided to families of public school students.
- ❑ Does the LEA conduct an assessment of the needs of parents of eligible private school students?
- ❑ Does the LEA have a process to align parent involvement activities to the identified needs? (see Resources in ALEAT)

## C6-03: Private Schools and Migrant Children

### C6-03: Private Schools and Migrant Children

- ❑ An agency receiving Title I Part C funds, after timely and meaningful consultation with private school officials, shall provide special educational services or other benefits under this subpart on an equitable basis to eligible migrant children.

## C6-04: MEP Data Verification

### Compliance Indicator

The LEA shall assist the state in determining the number of eligible migrant children, who reside in the state full-time and part-time, through procedures as the state may require.

- ❑ Does the LEA have written procedures for the following items:
  1. Validating and verifying all information on the COE
  2. Validating and verifying all codes entered into the COEstar data collection system
  3. Record transfers (sending and receiving)
  4. Resolving discrepancies in data
  5. Testing of the written procedures?

## C6-05: Identification and Recruitment (ID & R)

### Compliance Indicator

- ❑ Local migrant education personnel implement procedures to accurately identify and recruit eligible students.

#### Documentation:

- *MEP Data Discrepancies*
- *MEP ID&R Training*

## C6-06: Title II-A Needs Assessment

### Compliance Indicator

- ❑ The LEA conducted an assessment of the local needs for professional development.
- ❑ Did the LEA conduct a comprehensive needs assessment for professional development with the involvement of teachers including Title I teachers?
- ❑ Did the LEA conduct the SAI survey?
- ❑ Did the needs assessment take into account the activities that the LEA must conduct in order to give teachers the means, including subject matter, knowledge, and teaching skills and to give principals the instructional leadership skills to help teachers close the achievement gap?
- ❑ Does the LEA maintain in ALEAT a Professional Development Plan based on the needs assessment?

### Documentation:

- *Professional Development Needs Assessment Summary*



## C6-07: Title II-A High Quality Professional Learning

### Compliance Indicator

- ❑ The LEA ensures that high-quality professional learning opportunities are provided for teachers and principals.
- ❑ Does the LEA provide high-quality professional learning opportunities that:
  1. occur within learning communities committed to continuous improvement, collective responsibility and goal alignment;
  2. are supported by skillful leaders who develop capacity, advocate and create support systems for teacher and principal professional learning;
  3. are adequately supported through human, fiscal, material, technology and time resources;
  4. incorporates a variety of student, educator and system data in order to plan, assess and evaluate professional learning;
  5. integrates theories, research and models of human learning to achieve its intended outcome;
  6. applies research on change and sustains support for implementation of professional learning for long-term change;
  7. aligns its outcomes with educator performance and student curriculum standards?